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AUTHOR Lockhart, Barbara D.; Blakemore, Connie
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ABSTRACT

This document is an index to the "Basic Stuff" series, published by the American Alliance for Health, Physical Education, Recreation and Dance (1981). "Basic Stuff Series I" contained six publications: (1) "Exercise Physiology"; (2) "Kinesiology"; (3) "Humanities in Physical Education"; (4) "Motor Development"; (5) "Motor Learning"; and (6) "Psycho-Social Aspects of Physical Education." Series II contained three volumes: (1) "Early Childhood"; (2) "Childhood"; and (3) "Adolescence." This index lists all Series II volumes separately, chapter by chapter, and provides both internal references and cross references to the six Series I publications. Accompanying the index is an outline about how to use the "Basic Stuff" series in a teacher preparation program. (JMK)

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INDEX: BASIC STUFF SERIES

Basic Stuff Series I	Abbreviation
Exercise Physiology	EP
Kinesiology	K
Humanities in Physical Education	H
Motor Development	MD
Motor Learning	ML
Psycho-Social Aspects of Physical Education	PS

Basic Stuff Series II	
Adolescence	A
Childhood	C
Early Childhood	EC

If an asterik appears at the beginning of the concept listed in the index, the wording is exactly the same in Series I and Series II.

This index is to accompany the Basic Stuff Series I and II published by AAHPERD, Reston, Virginia, 1981. All of the material in the index is taken from the actual Series I and II content. Index was developed by Barbara D. Lockhart, Basic Stuff Series Editorial Board. Distributed as a hand-out for the 1983 AAHPERD Convention workshop, Basic Stuff: Working It Into Your Program.

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Early Childhood (EC)

Chapter 1 - Health

1. Fitness: What does it mean to me to be fit? I don't get tired and I have more physical power. p. 74, 26-30 EP, p. 1 (EC)
2. Benefits of participation: Why do I participate in physical activity? What are the health benefits? p. 65 EP p. 3 (EC)
3. Individual differences of physical activity and health: Why does physical activity make me feel healthy? p. 8 PS p. 5 (EC)
4. Feeling good results from a positive self-concept: What can my body do? p. 2-4 PS p. 6 (EC)
5. Awareness of the body: What do I feel like when I move? p. 1-3 H p. 7 (EC)
6. The joy of experiencing movement: Why do I like to run? p. 2-3, H p. 2 p. 10 (EC)
7. Physical activities can help everyone feel good: Why do I feel alive when I run? p. 5 H p. 11 (EC)

Chapter 2 - Appearance

1. Participant's body "looks good": What makes me look good? (anyone) p. 72-74 K, p. 5-7 MD p. 13 (EC)
2. Training for lean body mass: How often and how long should I exercise? p. 50 EP p. 15 (EC)
3. Dynamic form: What makes my skill look strong? p. 9 H p. 17 (EC) also p. 48 PS
4. Body as subject: What can I experience with my body? p. 12 H p. 20 (EC)
5. Body as object: How can I be moved? How can I move like something? p. 12 H p. 22 (EC)
6. Individual differences in performance: What makes me look good? p. 11 H, p. 5-10 MD p. 25 (EC)

Chapter 3 - Achievement

1. Locomotor Movements: What ways are there for me to travel from place to place? p. 22-25 MD p. 27 (EC)
2. Non-locomotor movements: What movements can I use when I do not move from place to place, or in combination with traveling? p. 22-25 MD p. 30 (EC)
3. Manipulative movements (prehension and dexterity): How can I control a ball? p. 22-25 MD p. 32 (EC)
4. Complex skills are comprised of locomotor, non-locomotor manipulative skills, balance and perceptual motor abilities. p. 22 MD p. 34 (EC)
5. The goal for the skill determines the form of the skill: How does my purpose affect the form of my movement? p. 16 H, p. 31 MD p. 37 (EC)
6. Factors that affect the learner's ability to selectively attend: What do I look at when I catch a ball, climb a ladder, or hold a balance? pp. 23-26 MD p 39 (EC)
7. Weight transference (dynamic balance): How do I keep my body balanced while moving? p. 41 K, p. 28-31 MD p. 41 (EC)

*8. Weight-bearing (static balance) equilibrium is attained when the center of gravity is over the base of support: How do I hold a still balance? p. 41 K p. 43 (EC)

*9. The body can rotate in three places: How do I move differently in a turn, a cartwheel, and a roll? p. 37 K p. 46 (EC)

10. Force is needed to produce or change motion: How do I make myself or something move? p. 31 K p. 48 (EC)
*11. The movement path of an object is determined by its speed of rotation and projection velocity. p. 27 and p. 46-49 K p. 50 (EC)
12. Specificity of Strength Training: Which muscles do I want to make stronger? p. 2-3 EP p. 52 (EC)
13. Relaxation: How can my body "let/turn loose"? p. 33 PS p. 55 (EC)
*14. Satisfaction results from attaining goals: Why does reaching my goal make me feel good? p. 53 MD, p. 17 H, p. 27 PS, p. 31 MD p. 57 (EC)
*15. Goals need to be realistic: How can I learn to predict how well I can do? p. 51 MD p. 59 (EC)
16. Personal progress: quantitative, qualitative: How can I improve my movements? p. 45 MD p. 61 (EC)
17. Comparing with others: How can I move like others? Different from others? p. 15 H p. 63 (EC)
18. Controlling aggression: Why do I want to hit something? p. 42-44 PS p. 65 (EC)

Chapter 4 - Psycho-Social

1. Self-confidence: What am I able to do and willing to try? p. 2 PS p. 67 (EC)
2. Self-concept: How do I fee about myself? p. 1-4 PS p. 70 (EC)
3. Satisfaction and affiliation needs: Do I like to play alone or with someone? p. 37-40 PS, p. 50 MD p. 72 (EC)
4. Cooperation: What is it like to work/play with someone else? p. 23 H, p. 40 PS p. 74 (EC)
5. Competition: What is it like to work against somebody, enhancing movement or maximizing personal goals? p. 24 H, p. 22-26 PS p. 77 (EC)
6. Communication: What do I tell people with my body? p. 13 PS p. 79 (EC)

Chapter 5 - Aesthetics

1. Social benefits of physical activity: Why do I like to play with others? p. 51 PS, p. 83 EP p. 81 (EC)
2. Subjective aesthetic: How can I maximize "feeling good"? p. 48 PS p. 84 (EC)
3. Objective aesthetic: How can I use my body to communicate? p. 48 PS p. 87 (EC)

Chapter 6 - Coping

*1. Well conditioned muscles help to maintain good body alignment and help to prevent injuries: How can I keep from getting hurt? p. 88 K p. 91 (EC)
*2. Surviving in emergencies: developing an "adequate level of physical fitness": How much finesss do I need to play? p. 66 EP p. 93 (EC)
3. The meaning of personal movement experiences: How does movement help me cope? p. 42-43 H p. 96 (EC)

Childhood (C)

Chapter 1 Health

1. Psycho-social as a result of participating in physical activity, a person's feelings about self can be greatly influenced. p. 1-10 PS p. 1 (C)
2. Negative movement experiences are not necessarily bad. They can serve as stepping stones toward a greater understanding of self and more appropriate selections of physical activity. p. 5-7 PS p. 4 (C)
3. An active lifestyle is necessary to live to the fullest. To achieve such a lifestyle it must be tailored to an individual's needs, interests, and talents, or the motivation to pursue such a lifestyle may not be maintained. p. 79 EP p. 6 (C)
4. A properly executed warmup will help to prepare muscles and joints for safe and efficient use. p. 71 EP p. 8 (C)
5. It is important to utilize a cooling down procedure (tapering off, warming down) as the concluding aspect of any vigorous activity session. p. 72 (EP) p. 11 (C)
6. Not all exercises are developmentally beneficial. p. 2 EP vague p. 12 (C)
7. Good feelings result from both the process and the product of participation in physical activity. p. 1-3 H p. 15 (C)
8. All performers vary in the experiencing and understanding of health (feeling good) as a product and a process of participation. p. 5 H p. 16 (C)
9. Lower back problems and/or injury can be decreased through proper conditioning techniques. p. 89 K, p. 77-78 EP p. 17 (C)
10. Participation in physical activities can help a person to feel good. p. 5-7 MD p. 18 (C)
11. A positive self-concept results from feeling good and developing a sense of individuality. p. 50 MD p. 20 (C)

*12. Satisfaction results from attaining goals that are realistic. p. 51 MD p. 21 (C)

Chapter 2 - Appearance

1. We all have cognitive and emotional images of ourselves- these ideas of self from what is termed body image. p. 13-17 PS p. 23 (C)
2. Regular exercise has been shown to be effective in both preventing and treating obesity. p. 51-55 EP p. 25 (C)
3. Knowledge of how to develop strength provides a means for boys and girls to develop bodies that look good. p. 2-13 EP p. 28 (C)

*4. Looking good is dynamic, not static. p. 9 H p. 32 (C)

5. It is through the "body" that individuals reflect and express who they are. p. 12-13 H p. 33 (C)

*6. One's appearance is influenced by genetic and environmental factors. p. 6 MD p. 34 (C)

*7. Growth changes the body in many ways. p. 6 MD p. 35 (C)

8. Important changes occur in bone and muscle during the growth years. p. 10-15 MD p. 36 (C)

*9. Physical activity and exercise may improve appearance. p. 20 MD p. 38 (C)

Chapter 3 - Achievement

1. Achieveing greater skill, and feeling for a challenging activity, encourages the participant to continue the pursuit of excellence. p. 19-21 PS p. 39 (C)

*2. The development of aerobic endurance capacity involves four basic elements: intensity; duration; frequency; mode of exercise. p. 17-20 EP p. 44 (C)

3. The development of anaerobic endurance is best accomplished by performing many repetitions of an activity at high intensity level. p. 13-17 EP p. 46 (C)

*4. Achievement may be determined by comparison with others, with past self-accomplishments, or with established records. p. 15 H p. 47 (C)
5. It is important for an individual to understand that relatively few achievements are recorded in scores when one considers the myriad of experiences associated with learning and performing in sport, dance, exercise and play. p. 16-18 H p. 48 (C)
*6. The Type of skill being performed affects practice procedures. p. 12 ML p. 49 (C)
7. Information concerning the outcome of performance as it relates to the movement itself is absolutely necessary for performance to improve. This information is called feedback. Feedback provides information about the movement and about the effects of the movement in relation to the movement objective. p. 10,13 ML p. 51 (C)
*8. How the learner practices is the key to improving performance. p. 29 ML p. 54 (C)
9. Practice methods which work for one type of skill are not always equally effective for other types of skills. Practicing in ways that are inappropriate for the type of skill to be learned can negatively affect future performance. Practice methods must be appropriate for the skill to be learned. p. 32-36 ML p. 56 (C)
*10. In order to develop movement skills, the instructional behavior of the teacher should provide information to students concerning input, decisions-making, output, and feedback of the skill being performed. p. 2 ML p. 57 (C)
11. Before evaluation can occur, performance must be measured. p. 55-58 ML p. 58 (C)
*12. Balance depends upon the height of the center of gravity, direction and size of the base of support, and the location of the line of gravity over the base. p. 42 K p. 60 (C)
13. Effective body positioning is important for the absorption of force of an approaching object. p. 28-29 K p. 38 MD p. 64 (C)
*14. A projectile moves under the influence of the projecting force, friction, gravity and air resistance (also called fluid resistance) p. 46 K p. 65 (C)
*15. An accurate, appropriately forceful, projection of an object is affected by muscle contraction, projection velocity, point of application of force, angle of projection, external forces, contact with the ground at the moment of projection, the length of an implement, the length of the backswing, and the number of body parts used. p. 58 K p. 66 (C)
16. Efficient movement maximizes performances. p. 21-23 MD p. 68 (C)
17. To participate successfully in sports or dance activities, the performer must develop basic skills. p. 22 MD p. 69 (C)
18. Perceptual motor skills and kinesthetic awareness should be developed before complex physical skills are attempted. p. 23-27 MD p. 70 (C)
*19. Skill improves with practice but only when the body is ready. p. 45 MD p. 72 (C)
*20. A knowledge and application of the laws of motion and stability are important in skill development. p. 30 MD p. 73 (C)

Chapter 5 - Aesthetics

1. Life is enhanced when one experiences increased awareness of self. Physical activity is a prime vehicle toward experiencing a multitude of new sensations and expanding swareness horizona. p. 47-50 PS p. 81 (C)
*2. Aesthetic interpretations are based on prior learning and cultural values. p. 30 H p. 84 (C)
3. While aesthetic content of movement is open to personal interpretation, fundamental artistic tenets are available. However, these tenets are not necessarily obvious to everyone. p. 34-35 H p. 85 (C)

Chapter 6 - Coping

1. Participating in regular physical activity augments survival skills. p. 4-59 PS p. 87 (C)
2. Living in a modern world sometimes requires a person to be able to survive emergency situations. p. 66 EP p. 89 (C)
3. Play, sport, dance and exercise are movement forms which can contribute to some extent to the ability to "survive" a meaningful existence, and to cope with the everyday stresses of life. p. 40-43 H p. 91 (C)
4. Transferring the weight of heavy objects safely requires the use of proper body mechanics. p. 77-78 E p. 92 (C)

Adolescence (A)

Chapter 1 - Health

1. Regular participation should occur at least three times a week to increase cardiorespiratory and muscular endurance. p. 20 (EP) p. 3 (A)
2. Physical fitness improves well being. p. 77-79 EP p. 3 (A)
3. Flexibility improves performance and reduces injuries. p. 32 EP p. 3 (A)
4. Strength protects bones and joints. p. 61 EP and p. 88 K p. 4 (A)
5. Muscular endurance slows fatigue. p. 74 EP p. 4 (A)
6. Aerobic exercise improves endurance. p. 22 EP p. 5 (A)
7. Excess weight is a hazard. p. 74 EP p. 6 (A)
*8. Good body alignment reduces injuries. p. 88 K p. 6 (A)
9. Correct warmup improves performance. p. 71-74 EP
10. Gradually increase the frequency, length of time and intensity of effort in your warm-up exercises. p. 74 EP p. 8 (A)
11. Self-confidence can reduce injuries. p. 8 PS p. 9 A
12. Regular participation in physical activity enhances the quality of life. p. 79 EP p. 42 H p. 48 PS p. 10 A
13. Progressive resistance activities are necessary if you are to become stronger and healthier. p. 6 EP p. 20 MD p. 10 A
14. Relaxation and rest can be learned. p. 33-54 PS p. 11 A
15. Begin and finish all activities gradually. p. 71 EP p. 11 A
16. Gradually cool down after strenuous activity. p. 72 EP p. 12 A
17. Rest and relaxation are important to lessening muscle sorness. p. 72 EP p. 33 PS p. 12 A
18. Participation is a satisfying and joyous experience. p. 42 H p. 79 EP p. 48 PS

Chapter 2 - Appearance

*1. Nerve cell connections affect skill. p. 8 MD p. 17 A
*2. Growth and growth rate depend partly on sex. p. 10 MD p. 17 A
*3. Specific activities emphasize different characteristics of beauty. p. 9 H p. 17 A
*4. Fat content is influenced by eating habits and exercise. p. 16 MD p. 18 A
*5. Inactivity more than food contributes to obesity. p. 51 EP p. 18 A
*6. Weak muscles fail to assist in maintaining proper alignment, causing stress to be placed on joints and ligaments. p. 73 K p. 19 A
*7. Proper alignment of body segments is necessary to optimum balance and efficient movement. p. 73 K p. 21 A
*8. Prolonged aerobic activities are particularly beneficial for treating and preventing obesity. p. 51 EP p. 21 A
*9. Muscle size is influenced by the sex hormones and exercise. p. 15 MD p. 21 A
10. Contemporary culture influences the concept of what is beautiful in appearance. p. 11 H p. 22 A
*11. Feelings about our own body image are greatly influenced by social stereotypes. p. 14-15 PS p. 22 A

Chapter 3 - Achievement

1. Know your interests and abilities. p. 32 PS p. 27 A
2. Commit yourself to achievable goals. p. 19 H, p. 50-51 MD p. 20 PS p. 27 A
3. Give yourself time to learn and improve. p. 19 H p. 29 A
4. Everyone moves and learns in his own way and at his own pace and time. p. 52 MD p. 19 H p. 20 PS p. 29 A

*5. Adequate strength is necessary in many activities. p. 1 EP p. 29 A
*6. Aerobic endurance is needed for long periods of rhythmic low intensity muscle contraction. p. 17 EP p. 30 A
*7. Anaerobic performance can be influenced by training. p. 13 EP p. 31 A
*8. Heat exhausts body fluids. p. 39 EP p. 31 A
*9. Complex skills are easier to learn if reduced to a simpler form and then gradually made more complex. p. 24 ML p. 32 A
*10. Force will be reduced if firm contact with the ground is not maintained at the moment of projection. p. 47 K p. 32 A
*11. Competitive stress affects performance in physical activity. p. 26 PS p. 33 A
*12. Stress-reduction can help in doing better. p. 33 PS p. 33 A
*13. Improvement requires evaluation. p. 55 ML p. 34 A
*14. Spin results when force is applied off the center of the object. p. 32 K p. 35 A
*15. To move quickly, raise the center of gravity and narrow the base. p. 45 K p. 35 A
*16. The path or trajectory of an object is dependent upon the direction of the initial force and the external forces occurring during the object's flight. p. 46 K p. 36 A
*17. Self-talk can aid performance. p. 34 PS p. 36 A
*18. Practice time should vary according to difficulty of task, and type of skill and age of learner. p. 37 ML p. 36 A
*19. Cue abbreviation is important to skilled performance. p. 99 ML p. 37 A
*20. Accuracy may be improved by reducing the length of the implement, the length of the backswing, and the number of body parts used. p. 58 K p. 37 A
*21. Attentional style affects performance in physical activity. p. 32 PS p. 39 A
*22. Knowing the position of the body in space is necessary for skilled performance. p. 27 MD p. 39 A
*23. Hearing provides cues for action. p. 30 MD p. 39 A
*24. Practice for speed, for accuracy, or for both as the skill requires. p. 31 ML p. 40 A
*25. Practice with emphasis on fixation is appropriate for "closed skills". p. 48 ML p. 40 A

26. Practice should be in a variety of environmental conditions. p. 46 ML p. 40 A

*27. Timing is controlled internally and externally. p. 66 ML p. 41 A
*28. Achievement may be based on the comparison with others or self and personal accomplishment. p. 15 H p. 42 A
*29. Attribution of cause affects performance in physical activity. p. 27 PS p. 42 A
*30. Augmented terminal feedback is most effective. p. 86 ML p. 43 A

Chapter 4 Psycho-Social

1. Work together and help one another. p. 40 PS p. 42 A
2. Think positive. p. 8 PS p. 48 A
3. Friends add meaning, support and competition. p. 38 PS p. 48 A
4. If it's not fun, it won't be done. p. 48 PS p 50 A
5. Sharing increases meaning. p. 25 H p. 40 PS p. 50 A
6. The challenge of others improves performance. p. 57 ML p. 22 PS p. 50A

7. Seeing accumulated effort enhances self-esteem and self-discipline. p. 25 H p. 7 PS p. 53 A
8. Participation requires a collective attitude as well as understanding of self. p. 25 H p. 53 A
9. Participation in physical activities can be an important way of meeting affiliation needs. p. 38 PS p. 54 A
10. Control of aggression in sport is both possible and desirable. p. 46 PS p. 54 A
11. Individual satisfaciton is a motivating factor in participation. p. 25 H p. 54 A
12. Physical activity provides social benefits. p. 83 EP p. 55 A

Chapter 5 - Aesthetics

1. Plan on having a good time. p. 35 H p. 51 PS p. 58 A
*2. Aesthetic qualities of the human body contribute to appreciation of the content of sport, dance, play and exercise. p. 34 H p. 59 A
*3. Aesthetic appreciation and understanding may be activity-specific. p. 32 H p. 59 A
*4. Aesthetic interpretation is based on prior learning and cultural values. p. 30 H p. 60 A
*5. Physical activity may be experienced as similar to a Zen state. p. 48 PS p. 60 A
*6. Appreciating the relationships among art forms and movement depends upon theoretical and experiemental study. p. 35 H p. 61 A

Chapter 6 - Coping

1. Confidence enhances participation, health, good feeling, and can reduce injuries. p. 10 PS p. 66 A
2. Increased body and environment awareness, familiarity and control improves performance and enhances the quality of life. p. 42 H p. 55 PS p. 66 A
3. Take pride in your uniqueness. p. 17 H p 88 EP p. 53 MD p. 47 PS p. 67 A
4. Know what is expected, what you can do and need to do. p. 79 EP p. 68 A
5. Celebrate effort. p. 42 H p. 53 MD p. 68 A
6. Seeing improvement is rewarding. p. 51 PS p. 17 H p. 69 A
*7. Optimal arousal level activities are necessary for survival. p. 54 PS p. 69 A
*8. Individuals differ in their stimulation and pain tolerance. p. 55 PS p. 69 A
*9. Exercise can prevent or treat hypokinetic disease and help to bind minerals into bones and connective tissues. p. 57,61 EP p. 71 A
*10. Overall training for emergencies is desirable. p. 66 EP p. 71 A
*11. Carry a load as near the center of gravity as possible. Leaning the body away from the load counteracts the pull of the load. p. 85, 73 A
*12. Apply force near the center of gravity of the object and in the desired direction. p. 79K p. 73 A
*13. Reduce friction as much as possible. p. 82K p. 73 A
*14. Movement activities provide a vehicle for deeper self-understanding. p. 43 H p. 75 A

Connie Blakemore Brigham Young University

USING BASIC STUFF IN THE TEACHER PREPARATION PROGRAM

I. Select a learning experience or activity from Basic Stuff, Series II.
   A. Examples:
      1. Lead warm-up exercises and include activities that will contribute to physical fitness. (How do you define physical fitness) P. 3 Adolescence.
      2. Change the rules of a volleyball for a novel change of pace, so the students will have a good time. P. 58 Adolescence.
   B. Class Assignment
      1. Each student will teach the same activity as selected by the instructor.
      2. Define parameters - length of lesson, location of lesson, to whom taught, etc.
      3. Discuss at the conclusion of the assignment:
         a. Different approaches and variations used by each student as they taught the same activity.
         b. Organization and execution of lesson.

II. Select a concept pertaining to teaching strategies or methodology. The students will then select appropriate learning activities from Basic Stuff, Series II which allow concentration on this concept.
   A. Examples:
      1. Question asking
      2. Feedback
      3. Creativity/Iniative
      4. Direction giving
      5. Organization
      6. Practice experience
      7. Modification of games/activities
      8. Inclusion of various skill levels
   B. Specific Class Assignment = "Direction Giving"
      1. Students will state learning activity selected from Series II.
      2. They will list at least one concept from Series I that explained, defined, or enhanced skills or knowledge.
      3. Possible learning activities for "Direction Giving":
         a. Early Childhood: pp. 11, 22, 31, 36.
         b. Childhood: pp. 25, 40 (#2), 57, 66, 67, 69.
         c. Adolescence: pp. 4 (strength), 5 (aerobic ex.), 30 (top of page), 32 (motor learning #1), 33 (#1, bottom of page), 35 (#2 top), 37 (# Kin.).

         (Specific book and page numbers from series I and II should be stated.)

III. Select a focus to be taught as a unit of study or as part of another content unit.
   A. Examples:
      1. Controlling aggression
      2. Relaxation
      3. Stress management
      4. Winning and loosing
      5. Attention focus
      6. Body image-weight control
      7. Self control
      8. Perception
      9. Kinesthetic and spatial awareness
      10. Balance, strength, flexibility, endurance
      11. Self acceptance
      12. Warm-up, cool-down
      13. Survival skills
      14. Physical fitness
      15. Training/conditioning techniques
      16. Enjoyment/pleasure

TEACHER EDUCATION COMPETENCIES

1. Provide comfortable climate for students to perform, request help, and ask questions.
2. Listen to learners and accept their feelings

DISCUSSION (From Basic Stuff - Early Childhood/AAHPERD, 1981, pp. XXIV-XXVII)

1. Self Concept: (P-S, pp. 1-10, 34-35; H, pp. 1-5, 15-21, 42-43, 30-31)
   a) To feel good in todays world a positive concept of self is needed.
   b) The Physical Education class should provide an opportunity to build a positive self concept.
2. Building a Positive and Successful Climate (H, p. 17; P-S, p. 27)
   a) Environmental Variations:
      Equipment
      - Different size balls, bats, etc.
      - Different arrangement of equipment and space
      - Several heights or steepness
      - Several choices of equipment or activity

      Location:
      - Gym
      - Playground
      - Classroom

      Expectation Variations:
      - Number of repetitions of a task
      - Form of movement response (more or less refined)
      - Duration or intensity of activity
      - Number and kind of responses to a challenge

      Interaction Variations:
      - Simple task to more complex
      - Simple closed statements ranging to open-ended questions
      - Praise contingent on different responses.
        - Trying hard
        - Successful 1st time
        - 4 in a row, etc.
3. More or Better Achievement: Increase:
   a) Complexity
   b) Duration
   c) Frequency
   d) Difficulty
4. Feedback (M,L, pp. 53,55-58; P-S, pp. 79-89)
   a) Involves knowledge of results (Evaluation)
   b) It is necessary for improvement to take place

TEACHING EXPERIENCE

1. Select a learning experience or activity from Basic Stuff that will:
   a) Help build a positive self concept
   b) Provide a successful or positive experience for the learner
   c) Provide an opportunity for the learner to achieve at a higher level
   d) Provide feedback so the learner can determine what has been accomplished
2. Possibilities for a learning experience:
   a) Early Childhood: PP. 27, 32, 50, 59, 61, 63, 67, 70, 84.
   b) Childhood: pp. 1-6, 15, 20, 31, 23, 72, 81
   c) Adolescence: pp. Read pp. 44-45; pp, 13, 27-29, 34, 36 (self talk), 42, 44, 48, 53, 58, 66, 69 (seeing improvement), 76, 80-94.